

**YEAR 2020 EXAMINATION**

**ICSE**

# Analysis of Pupil Performance

## **HISTORY & CIVICS**



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This document of the Analysis of Pupils' Performance at the ISC Year 12 and ICSE Year 10 Examination is one of its kind. It has grown and evolved over the years to provide feedback to schools in terms of the strengths and weaknesses of the candidates in handling the examinations.

We commend the work of Mrs. Shilpi Gupta (Deputy Head) and the Research Development and Consultancy Division (RDCD) of the Council who have painstakingly prepared this analysis. We are grateful to the examiners who have contributed through their comments on the performance of the candidates under examination as well as for their suggestions to teachers and students for the effective transaction of the syllabus.

We hope the schools will find this document useful. We invite comments from schools on its utility and quality.

**November 2020**

**Gerry Arathoon  
Chief Executive & Secretary**

The CISCE has been involved in the preparation of the ICSE and ISC Analysis of Pupil Performance documents since the year 1994. Over these years, these documents have facilitated the teaching-learning process by providing subject/ paper wise feedback to teachers regarding performance of students at the ICSE and ISC Examinations. With the aim of ensuring wider accessibility to all stakeholders, from the year 2014, the ICSE and the ISC documents have been made available on the CISCE website [www.cisce.org](http://www.cisce.org).

The documents for the ICSE and ISC Examination Year 2020 include a detailed qualitative analysis of the performance of students in different subjects. The purpose of this analysis is to provide insights into how candidates have performed in individual questions set in the question paper. This section is based on inputs provided by examiners from examination centers across the country. It comprises of question wise feedback on the performance of candidates in the form of *Comments of Examiners* on the common errors made by candidates along with *Suggestions for Teachers* to rectify/ reduce these errors. The *Marking Scheme* for each question has also been provided to help teachers understand the criteria used for marking. Topics in the question paper that were generally found to be difficult or confusing by candidates, have also been listed down, along with general suggestions for candidates on how to prepare for the examination/ perform better in the examination.

The Analysis of Pupil Performance document for ICSE for the Examination Year 2020 covers the following subjects/papers: English (English Language, Literature in English), History and Civics, Mathematics, Physics, Chemistry, Commercial Studies and Environmental Science.

Subjects covered in the ISC Analysis of Pupil Performance document for the Year 2020 include English (English Language and Literature in English), Hindi, Physics, Chemistry, Mathematics, Computer Science, History, Political Science, Economics, Commerce, Accounts, and Environmental Science.

I would like to acknowledge the contribution of all the ICSE and the ISC examiners who have been an integral part of this exercise, whose valuable inputs have helped put this document together.

I would also like to thank the RDCD team of Dr. M.K. Gandhi, Dr. Manika Sharma, Mrs. Roshni George and Ms. Mansi Guleria, who have done a commendable job in preparing this document.

We hope that this document will enable teachers to guide their students more effectively and comprehensively so that students prepare for the ICSE/ ISC Examinations, with a better understanding of what is required from them.

November 2020

*Shilpi Gupta*  
Deputy Head - RDCD

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## PART I (30 Marks)

*Attempt all questions from this Part*

### Question 1

- (a) Name the *two* Houses of the Indian Parliament. [1]
- (b) What is meant by the term 'Session'? [1]
- (c) How is the Speaker of the Lok Sabha elected? [1]
- (d) What is the term of office of a Rajya Sabha member? [1]
- (e) Who is the Supreme Commander of the Armed forces of India? [1]
- (f) What is the normal term of office of the Vice President of India? [1]
- (g) Who appoints the Prime Minister of India? [1]
- (h) State the body that decides the major policies of the Government. [1]
- (i) Name the Courts that are empowered to issue Writs for the enforcement of Fundamental Rights. [1]
- (j) Mention *any one* advantage of the Lok Adalat. [1]

#### Comments of Examiners

- (a) Most candidates answered it correctly. Some candidates either mentioned the three constituents of the Indian Parliament or the houses of the State Legislature.
- (b) Many candidates mentioned the three terms or the gap between two sessions whereas the question sought an answer to the meaning of the term *Session*.
- (c) Most candidates wrote the correct answer to this question.
- (d) Majority of the candidates answered the question correctly. However, a few candidates either mentioned the term of office of a Lok Sabha member instead of a Rajya Sabha member or wrote that the Rajya Sabha being a permanent house, is not subjected to dissolution.
- (e) This question was well attempted by most of the candidates.

#### Suggestions for Teachers

- *Explain the two sets of authority in a federal set up and the difference between the Union and the State governments.*
- *Discuss the meaning of the term 'Session' in detail.*
- *Make it clear to the students that the Speaker is elected "from among" the members of the house and by simple majority.*
- *Apprise students that 5 years is the normal term of office of the Vice President of India and the tenure of the Lok Sabha.*
- *Explain the appointment procedure of the Prime Minister of India to the students in detail.*

- (f) Most of the candidates wrote the correct answer barring a few who mentioned the normal term of office of the Vice President of India is 6 years.
- (g) Majority of the candidates wrote the correct answer. However, a few candidates gave the answer as, 'Citizens of the country' or 'the Party he belongs to' or 'the Chief Justice of India'.
- (h) Most candidates wrote correct answers; however, a few wrote 'Council of Ministers'.
- (i) This was a well attempted question.
- (j) This question was attempted well by most candidates.
- Explain to the students about the body that decides the major policies of the Government.
  - Familiarise students with the names of the Courts that are empowered to issue Writs for the enforcement of the Fundamental Rights.
  - Discuss the advantages of the Lok Adalat. Emphasise on all points.
  - Instruct students to read the questions carefully and answer as per the requirements.

## MARKING SCHEME

### Question 1

(a)	Lok Sabha and Rajya Sabha / House of People and Council of States / Upper House and Lower House.
(b)	<ul style="list-style-type: none"> <li>– The session means a period during which the House meets to conduct its business.</li> <li>– Normally three sessions.</li> <li>– The House meets at least twice.</li> <li>– Budget or Summer Session, Winter Session and Monsoon Session.</li> </ul> <p style="text-align: right;"><i>[Any two sessions can be mentioned]</i></p>
(c)	The speaker is elected by the members of the Lok Sabha / He should be one amongst the members / by simple majority of members present and voting.
(d)	6 years. [One third of its members retire every two years.]
(e)	President
(f)	5 years
(g)	President
(h)	Cabinet/senior ministers/senior members of the Council of Ministers
(i)	Supreme Court & High Court
(j)	Advantages of the Lok Adalat: <ul style="list-style-type: none"> <li>– Saves time/speedy justice/fast/quick.</li> </ul>

- Saves money/inexpensive/cheap/economical/no court fee / the fee will be refunded if case is settled.
- lessens the burdens on the other courts/reduces backlog.
- Works on a spirit of compromise/no ill feeling/decision is binding on both the parties.
- Can move application on a plain paper/can pass awards regarding those cases which are at pre-litigation stage.
- Decisions are final and binding/No appeal in any court against decision / Promotes social justice or justice for weaker sections. (Any one point)

## Question 2

- (a) Mention any two contributions of Bipin Chandra Pal in promoting Nationalism. [2]
- (b) State *any two* methods adopted by the Early Nationalists in the National Movement. [2]
- (c) Why is October 16, 1905 regarded as an important day in the history of the Indian National Movement? [2]
- (d) Name *any two* leaders of the Khilafat Movement. [2]
- (e) State *any two* causes for the Non-Cooperation Movement. [2]
- (f) Mention *any two* objectives of the Forward Bloc. [2]
- (g) What was meant by the term ‘Imperialism’, as a cause for World War I? [2]
- (h) Give *any two* reasons for the rise of Fascism. [2]
- (i) Name the *two* International Organisations that were formed, one as a consequence of World War I and the other after World War II. [2]
- (j) Give the full form of UNICEF and WHO. [2]

### Comments of Examiners

- (a) Majority of the candidates mentioned the contributions of Bipin Chandra Pal in promoting Nationalism correctly. However, a few got confused with the points of contribution of other nationalists.
- (b) This subpart was well attempted by most candidates. However, a few wrote ‘objectives’ or got confused with the methods adopted by the Aggressive Nationalists instead of methods adopted by Early Nationalists.

### Suggestions for Teachers

- Prepare a classification chart to teach students about the contributions of the 6 nationalists. Instruct them to specify the contributions of each of the nationalists under subheadings. Thus, a comparative study of the contribution of the nationalist leaders would be available for ready reference.

- (c) This subpart was well attempted by most candidates.
- (d) This part was attempted well by majority of the candidates.
- (e) Some candidates got confused and mixed up the causes of all mass movements by Mahatma Gandhi.
- (f) Many candidates confused the objectives of the Forward Bloc with the objectives of the INA. A few mentioned only one objective.
- (g) Many candidates confused 'imperialism' with 'aggressive nationalism'. A large number of candidates gave the meaning as "extreme love for one's country and hatred for other."
- (h) Most candidates answer this question correctly. However, a few did not write the reasons for the rise of Fascism.
- (i) This was a well attempted question, though a few candidates wrote names of the *two* International Organisations that were formed in an incorrect chronological order, *e.g.*,:
- United Nations after World War I
  - League of Nations after World War II
- (j) Most candidates attempted this part well. A few candidates misspelled words.
- Clarify the distinction between the Early Nationalists and Assertive Nationalists in their methods, objectives and beliefs, A classification chart with 4 points of differences between the two would help students at a glance, to note the differences.
  - Explain the Partition of Bengal as a chronological event.
  - Discuss the Khilafat movement, including the names of the two main leaders.
  - Emphasise on the causes, course, and consequences of the three important Gandhian events.
  - Explain the objectives of INA and the Forward Bloc, clearly distinguishing between the two.
  - Clarify Imperialism, its meaning and significance with examples for better comprehension.
  - Explain the meaning of Fascism and Nazism as well as the reasons for the rise of Fascism in Italy.
  - Advise students to learn the expansion of acronyms with correct spellings.

## MARKING SCHEME

### Question 2

- (a) **Any two contributions of Bipin Chandra Pal:**
- Role of journalist
  - worked for Bengal Public Opinion.
  - The Tribune / New India to propagate nationalism.
  - Founder of Vande Mataram.
  - Wrote New Economic Menace to India.
  - Wrote Spirit of Indian Nationalism.
  - Advocated National Education.
  - aroused nationalistic passions or patriotism.
  - wanted National Education to be the basis of the freedom movement.
  - Opposed the Caste system/worked for social progress.

	<ul style="list-style-type: none"> <li>– Advocated widow remarriage.</li> <li>– Educated women.</li> <li>– participated in several Congress Sessions.</li> <li>– Pleaded for Arms Act to be repealed.</li> <li>– contributed to promote national consciousness.</li> <li>– played an active role in anti-partition movement.</li> <li>– participated in Swadeshi movement.</li> <li>– proposed remedies to eradicate poverty.</li> <li>– wanted Swadeshi and Boycott to become means of freedom.</li> <li>– was against only Non-Cooperation Movement / wanted more action or aggressive measures.</li> <li>– Was called The Father of Revolutionary thought in India. <span style="float: right;"><i>(Any two points)</i></span></li> </ul>
(b)	<ul style="list-style-type: none"> <li>– Held meetings</li> <li>– Speeches were made</li> <li>– Made use of the press, newspapers and journals</li> <li>– Criticized government policies.</li> <li>– Sent memorandums</li> <li>– sent petitions to government officials and the British parliament.</li> <li>– Petitions, prayers, and protest through constitutional methods. / 3Ps</li> <li>– peaceful propaganda</li> <li>– adopted constitutional means</li> <li>– held discussions</li> <li>– held processions</li> <li>– passed resolutions</li> <li>– United public opinion</li> <li>– sent deputations and delegations</li> <li>– distribution of leaflets and pamphlets. <span style="float: right;"><i>(Any two points)</i></span></li> </ul>
(c)	Partition of Bengal led to communal disharmony, Congress felt it was a scheme of divide and rule policy.
(d)	Ali brothers -/Mohammad Ali and Shaukat Ali. <span style="float: right;"><i>(Any two names)</i></span>
(e)	<ul style="list-style-type: none"> <li>– Khilafat movement.</li> <li>– Rowlatt Act/Black Act or Black Bill.</li> <li>– Jallianwala Bagh tragedy/Massacre at Amritsar. <span style="float: right;"><i>(Any two points)</i></span></li> </ul>
(f)	<p><b>Objectives of Forward Bloc:</b></p> <ul style="list-style-type: none"> <li>– Liberation of India /freedom of India</li> </ul>

	<ul style="list-style-type: none"> <li>– With the help of youth workers, peasants and radical organizations</li> <li>– Reorganization of agriculture and industry on socialist lines</li> <li>– Abolition of the zamindari system</li> <li>– Introduction of a new monetary and credit system</li> <li>– Establishment of a socialist society</li> <li>– Social ownership and control of both production and distribution <span style="float: right;"><i>(Any two points)</i></span></li> </ul>
(g)	<ul style="list-style-type: none"> <li>– A system by which a powerful nation used to establish its control over another country</li> <li>– By political pressure</li> <li>– Infiltration and annexation</li> <li>– By outright wars.</li> <li>– Supremacy over weaker countries</li> <li>– Establish colonies</li> <li>– Mad scramble among European nations for new territories in Asia and Africa</li> <li>– Morocco Crisis/Any other example of conquests. <span style="float: right;"><i>(Any one point)</i></span></li> </ul>
(h)	<p><b>Rise of fascism:</b></p> <ul style="list-style-type: none"> <li>– Discontentment after the Treaty of Versailles/Italy got nothing from the spoils of the war</li> <li>– Economic crisis</li> <li>– Political instability/Inefficient government/weak government/failure of democracy</li> <li>– Class conflicts</li> <li>– Threat of socialism or communism</li> <li>– Failure of the league of nations</li> <li>– Leadership provided by Mussolini. <span style="float: right;"><i>(Any two points)</i></span></li> </ul>
(i)	<ul style="list-style-type: none"> <li>– League of Nations</li> <li>– United Nations Organisation/UNO/UN</li> </ul>
(j)	<p>UNICEF: United Nations International Children's Emergency Fund</p> <p>WHO : World Health Organisation</p>

## PART II (50 Marks)

### SECTION A

*Attempt any two questions from this Section*

#### Question 3

With reference to the Union Legislature, answer the following questions:

- (a) Explain *any three* Legislative powers of the Union Parliament. [3]
- (b) State *any three* exclusive powers of the Lok Sabha that is not enjoyed by the other House. [3]
- (c) List *any four* functions of the Speaker of the Lok Sabha. [4]

#### Comments of Examiners

- (a) Most candidates wrote the three Legislative powers of the Union Parliament correctly. However, a few confused Legislative powers with Executive powers.
- (b) Majority of the candidates wrote the correct answer. A few candidates wrote about the general powers and got confused between the powers of the Lok Sabha and the Rajya Sabha. A few could not understand the word 'exclusive'.
- (c) This question was answered well by the candidates in general.

#### Suggestions for Teachers

- Explain the meaning of the words *Legislation, Legislative and Executive powers of the Parliament in detail to students.*
- Clarify the word 'exclusive' and explain the exclusive powers of both the Lok Sabha and the Rajya Sabha thoroughly to the students, giving reasons.
- Teach the general powers of the Speaker to the students.

### MARKING SCHEME

#### Question 3

- (a) **Legislative powers of the union parliament:**
- To make laws in the union list /97 subjects
  - Matters in the concurrent list/47 subjects
  - Residuary powers/matters not mentioned in 3 lists
  - Matters in the state list
  - during an emergency
  - approved by 2/3 majority by the Rajya Sabha
  - when two or more states ask

	<ul style="list-style-type: none"> <li>– President’s Rule</li> <li>– Ordinances must be approved</li> <li>– Powers during emergency/67 subjects in state list. <span style="float: right;"><i>(Any three points)</i></span></li> </ul>
(b)	<ul style="list-style-type: none"> <li>– <u>Motions of No-Confidence</u> against the government can only be introduced and passed in the Lok Sabha/answerable to the Lok Sabha only/ enjoy power only until they enjoy the trust of the house</li> <li>– <u>Money bills can be introduced only in the Lok Sabha</u> and the Rajya Sabha cannot reject or amend it. /budget is passed/controls the national purse/has complete control over finance</li> <li>– In case of a <u>deadlock between the two houses, the will of the Lok Sabha prevails</u> due to its higher numerical strength.</li> <li>– Can pass an Adjournment Motion. <span style="float: right;"><i>(Any three points)</i></span></li> </ul>
(c)	<p>Functions of the Speaker of Lok Sabha:</p> <ul style="list-style-type: none"> <li>– Regulate the proceedings of the house</li> <li>– Certifies a bill as money bill</li> <li>– Maintains discipline in the house</li> <li>– Puts issues to vote and announces results</li> <li>– Does not vote in the house except when there is a tie. /casting vote</li> <li>– Presides over the joint session of the parliament.</li> <li>– presides over meetings</li> <li>– recognises a member on the floor of the house</li> <li>– asks a member to yield the floor</li> <li>– preserves order in the house</li> <li>– expunges unparliamentary words</li> <li>– receives all petitions</li> <li>– decides the order of speeches</li> <li>– decides which questions to admit</li> <li>– communicates the decision of the house to the authorities</li> <li>– can adjourn the house</li> <li>– decides whether there is any breach of privilege or contempt of house</li> <li>– regulates the press and visitors</li> <li>– appoints chairmen of various parliamentary committees</li> <li>– disqualifies members under anti defection law</li> <li>– all bills are signed by him</li> <li>– interprets the rules of the house. <span style="float: right;"><i>(Any four points)</i></span></li> </ul>

## Question 4

The Executive Power of the Indian Union is vested in the President.

In this context, answer the following:

- (a) How is the President of India elected? State the composition of the Electoral College that elects him. [3]
- (b) Explain *any three* Discretionary Powers of the President. [3]
- (c) Mention *any four* Executive Powers of the President. [4]

Comments of Examiners	Suggestions for Teachers
<p>(a) This subpart was attempted well by most candidates. Some wrote that the President of India is elected by <i>Direct elections</i>. Some candidates did not give the composition of the Electoral College correctly.</p> <p>(b) Many candidates did not write the Discretionary Powers of the President correctly.</p> <p>(c) A large number of candidates answered this part correctly. However, some candidates mixed up the Legislative and the Executive powers. A few candidates confused the Executive powers with the Emergency powers of the President.</p>	<ul style="list-style-type: none"> <li>▪ <i>Identify technical terms such as Electoral College, etc. to be used in Civics and explain the meaning of these terms to the students in detail.</i></li> <li>▪ <i>Explain the meaning of the term 'Discretion', before explaining the powers of the President, under this category.</i></li> <li>▪ <i>Teach the discretionary powers of the President with instances.</i></li> <li>▪ <i>Clarify the distinction between the Executive powers and Legislative powers of the President.</i></li> </ul>

## MARKING SCHEME

### Question 4

(a)	<p>1. President is <i>elected indirectly</i> by the members of an electoral college. /single transferable vote/proportional representation.</p> <p>2. Composition of Electoral college:</p> <ul style="list-style-type: none"> <li>– Elected members of both houses [LS and RS] of parliament</li> <li>– Elected members of the legislative assemblies of the states including the national capital territory of Delhi and the union territory of Puducherry.</li> <li>– OR MPs and MLAs</li> </ul>
(b)	<p>The discretionary powers:</p> <ul style="list-style-type: none"> <li>– Where he uses his wisdom and judgement.</li> <li>– Dissolution of Lok Sabha during constitutional crisis</li> </ul>

	<ul style="list-style-type: none"> <li>– Explore possibilities of alternative government at the centre</li> <li>– Dismissal of ministers when the government collapses due to No confidence.</li> <li>– Appointment of the PM where no single party commands</li> <li>– Appointment of PM in case of death</li> <li>– May withhold assent to an ordinary bill or send it back for reconsideration</li> <li>– No time limit within which he is to declare his assent/refusal of bill. <i>(Any three points)</i></li> </ul>
(c)	<p><b>The Executive powers:</b></p> <ul style="list-style-type: none"> <li>– Head of the Union administration/administration of the country runs in his house/All orders are issued in his name</li> <li>– Appointment of officials of the state</li> <li>- <b>Appoints the</b> <ul style="list-style-type: none"> <li>• Attorney General</li> <li>• Auditor General</li> <li>• Ambassador</li> <li>• Members of UPSC</li> <li>• Judges of High Court and Supreme Court</li> <li>• Members of the Planning Commission</li> <li>• Election Commissioner</li> <li>• Governors of State</li> <li>• PM and the Council of Ministers.</li> </ul> </li> <li>– Control over state governments during emergency</li> <li>– And Union territories and border areas/exercises power through an administrator appointed by the President. <i>(Any four points)</i></li> </ul>

## Question 5

With reference to the Supreme Court as the Apex Court in our Indian Judiciary, explain the following:

- (a) *Any three* cases that come under the Original Jurisdiction of the Supreme Court. **[3]**
- (b) Power of Judicial Review. **[3]**
- (c) Supreme Court as a Court of Record. **[4]**

Comments of Examiners	Suggestions for Teachers
<p>(a) Most candidates attempted this part of the question well. However, a few got confused with the Appellate and other jurisdictions.</p> <p>(b) Many candidates confused <i>Judicial Review</i> with <i>Revisory Jurisdiction</i> and hence could not explain the ‘Power of the Judicial Review’.</p> <p>(c) This was a well attempted question.</p>	<ul style="list-style-type: none"> <li>▪ <i>Teach students the meaning of the Original Jurisdiction of the Supreme court.</i></li> <li>▪ <i>Spell out the meaning of the term ‘Judicial Review’ and explain how this power of the Judiciary can invalidate both the Executive and the Legislature when they go against the Constitution.</i></li> <li>▪ <i>While explaining Supreme Court as a Court of Record, lay stress on the keywords as ‘records’ and ‘future reference’.</i></li> </ul>

## MARKING SCHEME

### Question 5

(a)	<p><b>Original Jurisdiction</b></p> <ul style="list-style-type: none"> <li>– Centre state</li> <li>– interstate disputes</li> <li>– Union and state on one side and other states on other side</li> <li>– Protection of Fundamental rights</li> <li>– Transfer of cases from lower courts</li> <li>– Interpretation of constitution</li> </ul> <p style="text-align: right;"><i>(Any three points)</i></p>
(b)	<p><b>Power of Judicial Review:</b></p> <ul style="list-style-type: none"> <li>– The Supreme Court is the interpreter of the Constitution</li> <li>– It has the power to review laws passed by the union or state legislatures or executive.</li> <li>– The Supreme Court can declare a law ultra vires or null and void, if it is against the letter and spirit of the Constitution or contravenes any provision of the constitution.</li> </ul>
(c)	<p><b>The court of record has two implications:</b></p> <ul style="list-style-type: none"> <li>– Its judgement and orders are preserved as a record.</li> <li>– This can be produced in any court as precedents.</li> <li>– future references</li> <li>– testimony</li> <li>– If a person commits a contempt of court, the court has the authority to punish contempt.</li> <li>– The Supreme Court acts as the Guardian of the constitution.</li> </ul> <p style="text-align: right;"><i>(Any two points)</i></p>

## SECTION B

*Attempt any three questions from this Section*

### Question 6

By 1857, conditions were ripe for a mass uprising in the form of the Great Revolt of 1857. In this context, explain the following:

- (a) *Any three* Economic causes for the revolt of 1857. [3]
- (b) *Any three* Military causes. [3]
- (c) *Any three* Political causes of the revolt. [4]

#### Comments of Examiners

The subparts (a), (b) and (c) of this question were attempted well by most of the candidates.

#### Suggestions for Teachers

- *Explain the causes of the Revolt of 1857 under sub – headings such as, Economic causes, Military causes, and Political causes.*
- *Conduct role play in class to make the topic more interesting.*

### MARKING SCHEME

#### Question 6

- (a)
- Exploitation of economic resources
  - Drain of wealth
  - Decay of cottage industries and handicrafts
  - Economic decline of peasantry
  - Growing unemployment
  - Inhuman treatment of indigo cultivators
  - Poverty and famines
  - Decline of landed aristocracy
  - Heavy duties on Indian goods like silk and cotton
  - British imports with no nominal duty
  - Impoverishment of peasants/different revenue system
  - India was reduced to an agricultural colony
  - Annexation of rent-free lands and estates/Inam Commission
  - Drain of wealth to England

	<ul style="list-style-type: none"> <li>– Spinning and weaving became extinct</li> <li>– Loss of livelihood.</li> </ul> <p style="text-align: right;"><i>(Any three points)</i></p>
(b)	<ul style="list-style-type: none"> <li>– Ill treatment of Indian soldiers/treated as servants/social distance between officers and Indian soldiers</li> <li>– General service enlistment act</li> <li>– Large proportion of Indians in the British army</li> <li>– Bleak prospects of promotions</li> <li>– Deprivation of allowances</li> <li>– Faulty distribution of troops</li> <li>– Poor performance of British troops.</li> <li>– Lower salaries</li> <li>– Introduction of Enfield Rifles</li> <li>– Loss of prestige in Afghan War</li> <li>– Disbanding of troops [Awadh].</li> </ul> <p style="text-align: right;"><i>(Any three points)</i></p>
(c)	<ul style="list-style-type: none"> <li>– Policy of expansion</li> <li>– Subsidiary Alliance</li> <li>– By outright wars/Sind/Punjab/Buxar/Anglo Maratha/Anglo Mysore/Anglo Sikh</li> <li>– By using the doctrine of lapse/Explanation of the policy/States affected like Satara/Jhansi</li> <li>– On the pretext of alleged misrule [Awadh]</li> <li>– Disrespect shown to Bahadur Shah</li> <li>– Absentee sovereignty of the British/India was governed from foreign land.</li> <li>– Treatment given to Nana Sahib and Rani Lakshmi Bai.</li> </ul> <p style="text-align: right;"><i>(Any four points)</i></p>

## Question 7

With reference to the Mass Phase of the National Movement under the leadership of Gandhi, answer the following:

- (a) Briefly explain the Dandi March of 1930. [3]
- (b) State *any three* reasons for the launching of the Quit India Movement. [3]
- (c) Explain *any four* significant effects of the Quit India Movement. [4]

Comments of Examiners	Suggestions for Teachers
<p>(a) Most candidates were able to narrate the Dandi March of 1930 well.</p> <p>(b) Several candidates wrote the reasons for the launching of the Quit India Movement such as ‘economic distress’, while some wrote the causes of other mass movements led by Gandhi such as the Non-Cooperation Movement and the Civil Disobedience Movement.</p> <p>(c) Most of the candidates answered this question correctly. However, a few jumbled up the parts with the impact of the Non – Cooperation Movement and the Civil Disobedience Movement. Some candidates wrote that the British quit India and we gained independence as the effect of the Quit India Movement.</p>	<ul style="list-style-type: none"> <li>▪ <i>Narrate the event-the historic Dandi march from Sabarmati to Dandi and the subsequent violation of the salt Law point wise as it was an important day that marked the beginning of a non-violent Civil Disobedience Movement.</i></li> <li>▪ <i>Explain the political reasons in India as well as in the International arena during 1942 to help the students understand and comprehend the reasons for the passing of the Quit India Resolution and its significant effects.</i></li> <li>▪ <i>Ensure that students understand the three major Gandhian movements – Causes, Course and Consequences.</i></li> <li>▪ <i>Enhance the understanding of this topic through a role play or a skit.</i></li> </ul>

## MARKING SCHEME

### Question 7

(a)	<ul style="list-style-type: none"> <li>– On 2<sup>nd</sup> March 1930, Gandhi wrote a letter to the Viceroy</li> <li>– communicating his decision to start the Civil Disobedience Movement.</li> <li>– On 12<sup>th</sup> March began Mahatma Gandhi’s historic march from Sabarmati Ashram to Dandi, a village on the Gujarat seacoast</li> <li>– 78 persons followed him.</li> <li>– He reached Dandi on 5<sup>th</sup> April.</li> <li>– On the morning of 6<sup>th</sup> of April, Gandhi violated the salt-laws by picking up some salt left by the sea-waves.</li> <li>– Gandhi’s signal to disobey the government law. <span style="float: right;"><i>(Any three points)</i></span></li> </ul>
(b)	<p>Reasons for launching the Quit India Movement:</p> <ul style="list-style-type: none"> <li>– Failure of the Cripps Mission</li> <li>– Worsening of Communal Problem</li> <li>– Japan posed a serious threat to India. <span style="float: right;"><i>(Any two points)</i></span></li> </ul>
(c)	<p><b>Significant consequences of the Quit India Movement</b></p> <ul style="list-style-type: none"> <li>– Important landmark – It saw disturbances practically all over India.</li> </ul>

- It warned the British that they were not wanted in India/days were limited/collapse of authority
- Demand from Indians that they could have nothing short of Independence
- Quit India Movement strengthened the Congress Socialist Party.
- In the Quit India Movement, the Indian Revolution reached its climax.
- Led to political awakening
- Indian problem attracted the attention of the world especially USA
- Symbolic of new confidence among Indians
- Demonstrated nationalistic feelings
- Mass movement/last mass movement
- United young and old and people of different religions and regions
- No political activity till after the war ended in 1945. (Any four points)

## Question 8

With reference to the Partition Plan, answer the following:

- (a) (i) Name the last Viceroy of India. [3]
- (ii) State *any two* reasons for him to come to India.
- (b) Mention *any three* proposals under his plan. [3]
- (c) State *any four* reasons for the Congress to finally accept the Plan. [4]

### Comments of Examiners

- (a) This question was well attempted by the candidates.
- (b) Majority of the candidates answered this part of the question correctly. However, some candidates wrote about the Cabinet Mission Plan or the Provisions of the Indian Independence Act.
- (c) Some candidates found it difficult to write four reasons why the Congress finally accepted the Plan.

### Suggestions for Teachers

- Explain each and every event related to the Partition Plan of India thoroughly to the students.
- Ensure that students understand the Cabinet Mission Plan, the Mountbatten Plan and the Provisions of the Indian Independence Act of 1947.
- Advise students to study the clauses of above-mentioned Plans /Act thoroughly and present them in a factual manner.

## MARKING SCHEME

### Question 8

(a)	(i)	Lord Mountbatten
	(ii)	He came to India for the purpose of taking necessary steps for the transfer of power to the Indians. /To restore peace among the two sections of Congress and the League. /To present a plan for the partition.
(b)	<b>Three proposals under his Plan:</b> <ul style="list-style-type: none"><li>- <u>Partition</u> –into two dominions</li><li>- <u>Relations between the two new Dominions</u> -to decide what relation to have between each other and the commonwealth</li><li>- <u>A Boundary Commission</u>-to settle the boundaries</li><li>- <u>Princely States</u>-treaties would end, and they could decide to join either of the dominions or remain independent</li><li>- <u>Bengal &amp; Punjab</u>-legislative assemblies to decide</li><li>- <u>Sindh</u>-legislative assembly to decide</li><li>- <u>N.W. Frontier Province</u>-to decide by a referendum</li><li>- <u>District of Sylhet</u>-to decide by a referendum</li><li>- <u>Constituent Assembly</u>-separate Constituent assembly for both the parties</li><li>- <u>Transfer of Power</u>-would take place before 1948. <span style="float: right;"><i>(Any three points)</i></span></li></ul>	
(c)	<b>Acceptance of Plan:</b> <ul style="list-style-type: none"><li>- Large scale communal riots</li><li>- League joined Interim government to obstruct and not to cooperate.</li><li>- Only alternative to Partition was a Federation with a weak centre.</li><li>- Any further continuation of British rule would mean a greater calamity for India. /People and leaders were fed up with their rule in India/wanted to get rid of the British rule by paying any price.</li><li>- Further delay could find India in a Civil War.</li><li>- Leaders felt that partition would aid the Constitutions of separate electorates. /and other undemocratic procedures. <span style="float: right;"><i>(Any four points)</i></span></li></ul>	

## Question 9



- (a) Name the organization associated with the above Emblem. [3]  
Mention any two of its objectives.
- (b) Mention any three functions of WHO, as its agency. [3]
- (c) Name the Principal Judicial Organ of this organization and explain its composition. [4]

### Comments of Examiners

- (a) Most of the candidates named the organization associated with the Emblem correctly. However, a few candidates confused the emblem with that of the 'WHO'. A few candidates did not mention the two objectives correctly.
- (b) This part of the question was answered well by most candidates barring a few who mixed up the functions of WHO with the functions of UNICEF, as some health and hygiene related functions are similar.
- (c) Some candidates confused the Principal Judicial Organ of the United Nations with the General Assembly and the Security Council.

### Suggestions for Teachers

- *Develop the skills in students to identify pictures. Give them practice by giving several pictures to identify, including emblems and logos, wherever necessary, within the scope of the syllabus.*
- *Emphasise on the differences between the UNICEF and the WHO.*
- *Discuss that the United Nations has six principal organs of which the International Court of Justice is the principal judicial organ. Explain its composition.*

## MARKING SCHEME

### Question 9

- (a) United Nations  
Objectives:  
– Maintain international peace and security.  
– To develop friendly relations among nations.  
– To achieve international cooperation among nations

- Solving problems of economic, social, cultural & humanitarian character.
- To be a centre for harmonizing the actions of nations.
- To disarm
- Decolonize
- And develop
- Create faith in human rights.
- Establish conditions to maintain International law and international treaties.
- Save from scourge of war.

*(Any three points)*

(b) Functions of WHO:

- Direct and coordinate health work on an international scale.
- Works in fields of communicable diseases
- Maintains child health
- Mental health
- Cancer
- Diabetes
- Eradicate smallpox was eradicated by global campaign by WHO.
- Promote the provision of good health and living conditions of the people.
- To set international standards with regard to food and medicines.
- To provide safe drinking water.
- Vaccination/immunization against six major diseases like, measles, diphtheria, tetanus, TB, polio & whooping cough/diarrheal deaths have reduced
- Promote research, to cure and prevent diseases.
- Organizes conferences, research, seminars, etc.
- Publishes health journals/ bulletins/magazines
- Set international standards for biological products and pharmaceutical products such as drugs, medicines, vaccines
- Bring about improvement in nutrition
- Housing
- Sanitation
- Work conditions
- Hygiene
- Built medical sciences library in Geneva
- Infant mortality rate has dropped
- Organised malaria and polio eradication programmes globally.

*(Any three points)*

- (c) The International Court of Justice  
Composition:
- Consists of 15 judges.
  - Elected for a period of 9 years.
  - Elected by the General Assembly and the Security Council.
  - Each judge is from different country.
  - Elects its President and Vice President for a period of 3 years.
  - Appoints a registrar.
  - Retiring judge may be elected.

(Any three points)

## Question 10

With reference to the Second World War and the Non-Aligned Movement, answer the following:

- (a) Explain briefly *three* reasons for the Dissatisfaction with the Treaty of Versailles. [3]
- (b) State *any three* consequences of the Second World War. [3]
- (c) Mention *any four* chief architects of the Non-Aligned Movement. [4]

### Comments of Examiners

- (a) Some candidates mentioned all provisions of the Treaty of Versailles instead of the reasons for the dissatisfaction with the Treaty of Versailles.
- (b) This subpart was attempted well by many candidates. However, some candidates focused only on the details of the defeat of the Axis powers.
- (c) Most candidates attempted this part well.

### Suggestions for Teachers

- Discuss in detail the Treaty of Versailles, its causes, main clauses and how it became a cause of World War II.
- Point out the consequences of the Second World War to the students.
- Train students to remember names in History for each movement and organization.

## MARKING SCHEME

### Question 10

- (a)
- Demanded annexation of German territories and creation of many states.
  - Germans felt humiliated and helpless.
  - Sowed the seeds of bitterness and conflict.

	<ul style="list-style-type: none"> <li>- All the German colonies were forcibly taken away and was divided into two parts for the benefit of Poland.</li> <li>- Burdened with huge war indemnity which could never be paid.</li> <li>- This humiliation gave rise to the spirit of revenge and Germany started looking for an opportunity to do away with the Treaty.</li> <li>- This was not possible without aggressive policy and armaments. War became inevitable.</li> <li>- Germany had to pay 33 billion dollars.</li> <li>- It had to cede large territories to France, Belgium, Poland, and Denmark.</li> <li>- Italians felt they won the war but lost the peace.</li> <li>- Allies deserted her and she received no valuable addition to her territories.</li> <li>- Germany was crippled.</li> <li>- Danzig was internationalized.</li> </ul> <p style="text-align: right;"><i>(Any three points)</i></p>
(b)	<ul style="list-style-type: none"> <li>- Defeat of the Axis powers.</li> <li>- Formation of the UN.</li> <li>- Cold war/rise of communism.</li> <li>- Germany was defeated and divided into four zones.</li> <li>- Nazism came to end.</li> <li>- Japan lost all territories acquired or seized by Japan were taken away.</li> <li>- Italy defeated and surrendered.</li> <li>- France was liberated/Germany army in Paris surrendered.</li> </ul> <p style="text-align: right;"><i>(Any three points)</i></p>
(c)	<p>The four architects of NAM are:</p> <ul style="list-style-type: none"> <li>- Jawaharlal Nehru of India,</li> <li>- Joseph B. Tito of Yugoslavia</li> <li>- Nasser of Egypt</li> <li>- Sukarno of Indonesia</li> </ul>

# GENERAL COMMENTS

## Topics found difficult/ confusing by candidates

- Session and Quorum.
- Body that decides the major policies of the Government.
- Differences between the Cabinet Ministers and the Council of Ministers.
- Difference between methods adopted by the early nationalists and the aggressive nationalists.
- Objectives of the I.N.A and the Forward Bloc.
- Meaning of imperialism and how it was one of the main causes for the World War I.
- Legislative powers of the Union Parliament.
- Exclusive powers of the Lok Sabha.
- The executive and the legislative powers of the President.
- The power of Judicial Review and the Revisory Power of the Supreme Court.
- Clauses of Mountbatten Plan and the Indian Independence Act 1947.
- Treaty of Versailles as a cause of World War II.

## Suggestions for Students

- Remember History is based on chronology of events and dates.
- Plan your notes in proper chronological order to remember the correct sequence of events to diminish the probability of getting confused.
- Mark and underline the key words and key points in your textbook/s for retention of relevant points and to write the answers specifically to questions.
- Do not miss regular tests and after assessment, take the help of your teacher to resolve your problems.
- Always appear in school assessment tests to improve learning and to be familiar with the pattern of questions
- Follow the Scope of Syllabus and adjust your learning accordingly.
- Do not write unwanted details in an answer.